JOURNAL of the CANADIAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION AND RECREATION

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Vol. 26 February-March, 1960 No. 3

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CANADIAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION AND RECREATION INC.

1959 - 60

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The Canadian Association for Health, Physical Education, and Recreation is a voluntary, non-profit, professional Association dedicated to raise Canadian health, recreation and physical education standards. The Association seeks to promote the professional growth of its members, to foster the exchange of ideas, and encourage research. The Association further undertakes to cooperate with other organizations concerned with the total fitness of the Canadian people.

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Editorially Speaking

Recreation Recipe

By Nancy Cannon, Vice-President for Recreation

At the 1959 Convention of the Canadian Association for Health, Physical Education and Recreation, certain directives were given to me as your National Vice-President for Recreation as a basis for a plan of attack during the next two years. It has been most gratifying to me to have received from a few individuals and the B.C. Recreation Branch in particular reports, minutes and suggestions. However, to do an adequate National co-ordinating job, much more is needed. May I send out a plea to each of you who are C.A.H.P.E.R. members with specific interest in the 'R' to forward to me, reports, minutes of meetings, recommendations and suggestions. Only with your help and co-operation can even an attempt be made to do a proper job.

At a meeting held last August of some members of the National Executive it was agreed that we should try to increase membership through the publication of a Journal and supplementary information worthy of a National Professional Organization. The Journal, we hope, will make the skeptics want to join forces with us. Your Publications Chairman and his Committee are making every effort to publish a well balanced magazine, including articles from our three very closely related fields.

One of the main issues confronting Recreation workers is the recognition of our jobs as a profession. The following resolution was passed in Edmonton which I feel is one of my main directives.

BE IT RESOLVED that, except where bodies are already in existence, discharging or able to discharge the function, recreation members of C.A.H.P.E.R. take the initiative in their localities of convening regular meetings of full-time employed recreation personnel representing both public and private areas of practice with a view to discussing all matters pertinent to the development of a professional organization and the establishment of recreation as a profession.

AND BE IT FURTHER RESOLVED that full records be kept of all meetings and exchanged between groups and that the national Vice-President for Recreation of C.A.H.P.E.R. receive a copy of all minutes and serve in an initiating and co-ordinating capacity.

AND BE IT FURTHER RESOLVED that, if possible, these discussions culminate in a national discussion at the next C.A.H.P.E.R. convention.

Shortly, some of you will be receiving from me a questionnaire which will initiate the study to determine what we mean by "professionally engaged." This is a direct result of the following motion which was also passed at the Recreation business meeting and which is a follow-up of the one previously mentioned.

BE IT RESOLVED that the Vice-President for Recreation initiate a study to determine minimum standards for membership in a National Professional organization, these standards to be decided by reports submitted to the Vice-President for Recreation by the various Provincial Professional organizations.

We are all aware, I hope, that in some of our provinces there is no professional recreation organization. With this in mind, key people have been asked in each province to act as Provincial Chairman. These are the people on whom I must rely in order to do the job assigned to me. They in turn must have the co-operation of each of you if we are going to be able to establish our stand at the next Convention.

(Continued on page 4)

RECREATION RECIPE

(Continued from page 3)

The Professional Registry was established several years ago and this has been of great help in the past, particularly to some of us in the Recreation field. It is the belief of your Executive that this Registry could still be of great benefit to some if it were to be revived. With this in mind, your President, Mr. Gordon Wright, has appointed Mr. M. Bruker of Montreal to take on the job once again of Chairing the Registry. It is my intention to work with Mr. Bruker in the hopes of establishing just where the Registry will fit into the overall Recreation picture.

Another interesting aspect of the 1959 Convention was the emphasis put on outdoor education. Those present passed a resolution that a future convention theme might be "Outdoor Education" and that the convention location might be a campsite. It was felt that an outdoor education committee should be established to examine the problems and present recommendations in the Journal prior to the next national meeting. This train of thought indicates to me that every effort must be made to establish a close contact and good working relationship with the Canadian Camping Association.

We must also look very closely at the resolution passed that the 1959 C.A.H.P.E.R. Convention heartily endorse the recommendation of the Western Canadian Conference at Banff (1958) regarding a joint meeting of C.A.H.P.E.R. and the Canadian Parks and Recreation Association. This suggestion has very great possibilities but is not something that will necessarily happen in the immediate future.

In closing, I would like to repeat, in essence, a statement made by Mr. Ken Young of the Community Programs Branch of the Ontario Department of Education (without asking Mr. Young's permission) and that "the field of Recreation must be very careful not to try and run before it can crawl". I have tried to outline to you the ingredients that I feel should be put in the pot. Elsie McFarland did a fine job during the past two years in making the pot boil. Lets hope that it will continue to do so, perhaps even a little bit harder.

LE RECIPE DE RECREATION

Par NANCY CANNON

Vice-President for Recreation

A la Réunion annuelle 1959, de l'Association pour Santé, Education Physique et Recréation, certaines directives m'ont été attribuées. Ayant pour office la Vice-Présidence Nationale de cette Association le devoir m'incombait de réaliser quelqu' amélioration pour les deux prochaines années.

Je réalise pleinement, comme vous, que sept longs mois sont écoulés déja, depuis cette convention. Il existe, j'en suis sur, certains ésprits qui sont enclins à juger le peu de résultat qui semble avoir été accompli à leurs yeux. J'admets, sans fausse honte, et je donne le bénifice du doute—ce semble vrai!

Par ailleurs, il m'a été très agréable et très réconfortant d'avoir reçu des lettres, des minutes, des suggestions de nos amis de l'Association de la C.B. Je vous avoue, par contre, que pour évoluer constructivement dans cette tache, un tas d'informations est nécessaire.

Permettez d'insister et de faire un pressant appel à chacun d'entre vous du C.A.H.P.E.R. Que tous ceux à qui le 'R' leur tient à coeur, prête leur grand concours. Idées, suggestions, recommandations, rapports de vos activités locales m'aideront d'un précieux appui. Que chacun y mette la pression à la roue et ce n'est qu'ainsi que je réussirai à accomplir le but visé.

Lors de l'assemblée, du mois d'aout dernier, il a été convenu par les Executifs de notre Association, que tous nos éfforts doivent converger pour augmenter la recrudescence de nouveaux membres. Notre principal autil serait la publication d'une revue ou tout autre forme de publication digne d'une Association professionnelle nationale. Ainsi, nous réussirons à convaincre les plus sceptiques à se joindre à la grandeur de notre mouvement. Votre directeur de publicité et tous ses accolytes se font un principe de ne publier que les articles d'interet communs à chacune de nos sphéres actives et de susciter l'approbation du public ou de la critique professionelle.

Une des principales issues que confrontent les personnes du Service de la Recréation humanitaire est la reconnaissance de notre vocation comme une profession.

(Continued on page 5)

(Continued from page 4)

J'admets la résolution suivante d'Edmonton, comme une de nos principales directives à suivre.

IL EST RESOLU QUE, excepté dans les centres déjà existants la fonction ou l'autorité de renvoi ou possibilité de renvoi, que les membres du C.A.H.P.E.R. prennent l'initiative dans leur localité respective de convoquer des assemblées régulières, que le personel permanent de Recréation représentant soit le public ou un groupe d'individus communautaires, en vue de discuter toute affaires relatifs au dévelopement d'une organization professionnelle et l'établissement de Recréation comme un profession.

IL EST RESOLU DE PLUS QUE, des registres complets soient gardés de toutes les assemblées et échangés entre groupes et que le Vice-Président National de Recréation du C.A.H.P.E.R. reçoive une copie de toutes les minutes et qu'il serve dans une capacitée initiative et co-ordonnée.

IL EST RESOLU DE PLUS QUE, si possible, ces discussions soient terminés dans une discussion nationale à la prochaine assemblée du C.A.H.P.E.R.

Sous peu, et même peutêtre, avant de recevoir cette issue du Journal, quelques uns entre vous aurons déjà reçu mon questionnaire qui vous fera connaitre l'étude déterminant ce qu'on veut dire par "Engagé Professionellement". Ceci est un résultat direct de la motion suivante qui a été passé à l'assemblée de Recréation et qui est la continuité de la motion mentionnée auparavant.

IL EST RESOLU QUE, le Vice-Président de Recréation fasse initié une étude déterminant un degré minimum pour les membres dans une organization nationale et professionelle. Ce degré doit être déterminé par des rapports remis au Vice-Président pour Recréation par les différentes organizations provincialle et professionelles.

Nous sommes tous au courant que dans quelques Provinces il n'éxiste pas d'organization professionelle et avec ce fait en évidence certaines personnes dans chaque Province ont été choisies pour agir en fonction de Président Provincial. Ce sont les gens sur qui je porte mon appui afin d'accomplir le travail qui m'a été assigné et de leur côte ils doivent avoir la co-opération de chacun de vous si nous sommes pour établir notre position à la prochaine convention.

Le Régistre Professionel est établie depuis plusieurs années et ceci nous a rendu de grands services auparavant, surtout à quelques uns entre nous dans le champ de Recréation. Votre Executif est de l'opinion que ce Registre pourait continuer d'être un grand bénifice s'il était ravivé. Avec cette opinion en vue votre Président, M. Gordon Wright, a appointé M. M. Bruker de Montréal à la position de Président du Régistre. C'est mon intention de traviller auprès de M. Bruker dans l'espoir dans quelle juste fonction le Régistre sera placé dans l'organization de Recréation.

Un autre aspect intéressante de la Convention 1959 est l'importance placé sur l'éducation en plein air—son importance était telle que ceux présents on passé la résolution qu'une future convention, à titre de "Education en Plein Air" aurait lieu et qu'on choisirait un emplacement de camp comme local. C'tait l'opinion commun qu'il existe la nécessité d'établir un committée d'éducation qui ferait la revision de problems et de recommendations présentés dans le Journla avant la prochaine assemblée nationale. Cette suite d'opinions m'indique que tout les efforts doivent être faites pour établir un contact très rapproché et de bonnes relations de travail avec l'Association Canadienne du Camp.

Nous devons aussi jeter un regard attentif sur la resolution passé indiquant que la Convention C.A.H.P.E.R. 1959 endosse la recommendation de la Conférence Canadienne de l'ouest à Banff (1958) concernant une assemblée conjointe à C.A.H.P.E.R. et l'Association de Recréation et des parcs Canadiens. Cette suggestion a de grandes possibilitées mais pas nécessairement pour le future très rapproché.

En terminant je désire réiterer, éssentiellement, un éxposé faite par M. Ken Young de Community Programs Branch du Département d'éducation de l'Ontario (sans permission de M. Young) et c'est que le champ de Recréation fasse bien attention de ne pas essayer de courir trop rapidement. J'ai tenté de vous souligner les ingrédients méritant d'être déposés dans le chaudron. Elsie McFarland a accompli un beau travail en gardant le chaudron au point d'ébullition durant les deux années précédentes. Esperons que ce chaudron continura à bouillir-ainsi et même d'avantage.

French Translation—Mrs. L. Monette

The President's Page

By GORDON A. WRIGHT

Director, Physical Education Branch,

Department of Education, Ontario

Since the last issue of the Journal, newspaper articles have carried statements that Physical Fitness was announced as part of the throne speech in two provinces. Reports also indicated that the Prime Minister, the Hon. John Diefenbaker, is concerned about the increase in ill-health and the loss of production through absenteeism.

These statements may be indicative of public awareness of the need for more physical activity. Perhaps our national members will recognize this interest in Physical Fitness as "The teachable moment" so ably described by J. B. Nash in his book "Teachable Moments" an approach to health.

If an effective fitness programme is to be developed it will be necessary for medical doctors, health educators, physical education and recreation leaders to combine their efforts in providing the leadership that will result in action rather than words.

Why does a country which has yet to celebrate its first centenary become concerned about the fitness of its citizens? To study this problem, answers will have to be sought to the following questions:-

(1) To what extent has our way of life been affected by our rapid economic growth, our population explosion, the mechanization of industry, the development of the automobile, the aeroplane and television?

(2) To what extent has adventure for children (with a calculated risk) been affected by over-emphasis on security, safety and accident insurance, and over-protective parents?

(3) To what extent can physical activity be supported by physiologists and medical doctors specializing in the fields of physical medicine and rehabilitation?

(4) To what extent do administrators in Education list Health as an objective but give it lip service when it comes to providing time, facilities, supplies and teacher training?

(5) To what extent do students leave our universities and schools with the reasons for a physical activity programme, along with the love and desire to enjoy vigorous, adventuresome and creative activity?

(6) To what extent is the coffee break contributing to physical fitness and good nutritional habits?

It is hoped that the members of this Association will accept our role of developing and improving the fitness of Canadian youth and adults. To those who wish to pinpoint the degree of fitness we enjoy now, may I remind you that testing and developing a programme are two important functions but testing alone will not develop fitness.

No doubt many of our members will be involved in discussions on fitness with lay and medical personnel. You may find the lists of references in the two *A.A.H.P.E.R. publications of interest:

(1) Measurement and Evaluation Materials in Health, Physical Education and Recreation.

(2) Fitness for Secondary School Youth.

To gather some British references one might read "Objectives of the Physical Education Lesson" by Randall and Waine — published by G. Bell & Sons Ltd., London.

You can look forward to a full treatment of "fitness" in the next issue of this Journal.

*American Association for Health, Physical Education and Recreation.

IS RECREATION DOING IT'S JOB?

By

FRANCIS B. McKEAG

Excerpts from a significant address delivered at the National Recreation Association, Chicago, October 2, 1959

Education and its common ally, Recreation, present a common front in meeting the greatest challenge that has ever faced any professional or lay group, that of providing the tools and developing the skills inherent in learning, as well as motivating desirable traits in the development of personality and character. This is a large order in a period when everything remains stable and the requirements normal. Today, with the complexities of modern living caused by world tensions, the situation in regard to the schools and recreation grows increasingly more difficult. Such challenges call for men and women equipped with courage, wisdom, foresight, and dedication to minister to the needs of the present while planning for the unforeseen future at one and the same time. Truly our professions stand out as symbols of dedicated service.

We are all conscious of the many challenges which have been directed at education during the past few years. Parents and citizens who otherwise had remained more or less apathetic and complacent suddenly became aroused and somewhat indignant stating that the ills of the world and of our country in particular were the result of the failure of the educational system. Such a practice is not new, — it is an old story that during periods of unrest and instability we blame the schools for our common plight. In like manner we attribute to the failure of recreation any and all problems stemming from teenage behaviour.

The goal of the educator is to motivate and inspire every child to his greatest possible potential. Each of these improvements is designed for one specific purpose, namely to enhance the quality of the educational program insofar as it provides added opportunities to children and youth. We strive for excellence in every facet of our endeavor. We believe that inspiration provided in better classrooms, better teachers and a more dynamic curriculum will lead to aspirations in the students. These objectives might well become the goal of Recreation.

I would share with you some of the comments which have been repeated with great frequency by parents and citizens:

1. Greater utilization should be made of the school facilities to provide educational, social and cultural experiences for children, youth and adults.
2. The school is the logical center of community life. It has many fine facilities including an auditorium, gymnasium, library, shops, social rooms, etc., to serve the community.
3. The school is the one institution which has the power to draw all persons regardless of racial, ethnic or religious backgrounds into a common experience of community enrichment.
4. A recreational program operated in a school building has maximum flexibility in that it can be established with little or no expense for capital improvements and can be terminated with no loss to the community whenever this service is no longer needed.
5. The parents further requested improved facilities in the play area adjacent to the schools to enable children and young people to have wholesome play experiences without the dangers and hazards of streets and alleys.

Recreation in my judgment is in a strategic position to give direct aid to the schools in several of its most pressing problem areas, specifically:

1. The orientation of newcomers to our communities.
2. Helping to curb the high percentage of "drop outs" from high school.

The spirit of play is inherent in all persons regardless of age or background. The many children who are cast into our midst as newcomers present a variety of problems stemming from language barriers, customs and fears. Although these youngsters are in dire need of help they find it extremely difficult to make friends and all too often refrain from attending recreational agencies because they are afraid. Recreation

Recreation Reflects Our Cultural Interests

leaders can be of inestimable assistance to the schools, if they make a positive effort to acquaint these children with the recreational facilities and program they have to offer. After gaining a little familiarity and confidence, the "spirit of play" in its informal atmosphere will take over and become the means of communication toward providing a wholesome adjustment to the school and community life.

Approximately 50% of the young people who enter high school "drop out" before graduation. This situation is quite similar in most of the large cosmopolitan cities in the United States. These young people when they leave school have few if any skills with which to compete in our increasingly technical economy, and without a high school education face the inevitable closed doors for occupational opportunities in any but the most menial and low paid jobs.

It is my judgment after having listened to the pleas of literally hundreds of these young people desiring to "drop out" of high school that most of the reasons they have given for their action were not bonafide but rather were covers for a failure to adjust socially. I cannot overemphasize the importance of establishing the security of acceptance or a sense of belonging in the young adolescent.

It would be my very sincere hope that recreation leaders would realize the tremendous advantage that they have in meeting young people on this informal basis. If an attitude of mutual confidence can be established, the recreation leader can in many instances become the most powerful influence in the life of the individual. It would be advisable if every recreation leader could have some professional training in this very important field of guidance and counselling in solving personal problems. Teaching recreation is vitally important but not to the point that it supersedes the personal relationship.

We read that our society has experienced some loss in influence of the home and church. At the same time we acknowledge the rise in influence of the "street corner". Yes, the evils of the street corner have in many instances become more powerful than the combined influence of the home, school and church.

All of these agencies should work toward the common goal of re-establishing the influence and leadership of the home. Programs centering in family life adjustment will materially aid this effort. Such programs are not easily developed. However, if planned well they can become quite rewarding. The key to success is the proper indoctrination of the parents in accepting

(Continued on page 9)

GRADUATE RESEARCH BY CANADIANS

Compiled By
ARTHUR W. E. ERIKSSON, M.Sc.
Associate Professor
School of Physical Education
University of Alberta

This is the third bibliography of research studies done by Canadians. The first appeared on page 31 of the Journal of Nov., 1958 and the second on page 27 of the July 1959 Journal. If your study has not appeared, please send your information to the compiler of this material.

A word of thanks goes to J. F. Landry, University of Ottawa for sending most of these names.

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1. Anderson, Ruby O. **Leisure Time Interests and Activities of First-Year Women at the University of Alberta.** Unpublished M.Ed. Thesis, University of Alberta, 1959.
2. Boyko, Steve. **Current Practices in Extra-curricular Activities in Alberta Centralized Schools.** Unpublished Master of Education thesis, University of Alberta, 1959.
3. Hupe, A. S. **The Effects of Training and Supplementary Diet on the Cardiovascular Condition of Young Boys.** Unpublished M.S. thesis in physical education, The University of Illinois, 1958.
4. Landry, J. F. **The Effects of the University of Illinois Sports Fitness Summer Day-School on the Motor Fitness of Young Boys.** Unpublished M.S. thesis in physical education, The University of Illinois, 1955.
5. Metivier, J. G. **An Evaluation of Physical Education Programs in High Schools for Boys of Ottawa and Eastview, Ontario, Canada.** Unpublished M.S. thesis in physical education, The University of Illinois, 1957.
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7. Pelletier, R. **A Summary of Physical Education and Athletic Administration in Canadian Universities and Colleges.** Unpublished M.S. thesis in physical education, Springfield College, 1958.
8. St. Denis, C. **The Fastest Method of Starting from a Stationary Position in Ice Hockey.** Unpublished M.S. thesis in physical education, Springfield College, 1956.
9. Sheedy, A. **Relationship of Health Knowledge and Emotional Stability with Health Practices of Senior High School, College Freshmen, Sophomore and Graduate Students of the University of Ottawa, Ontario, Canada.** Unpublished M.S. thesis in Health Education, The University of Illinois, 1955.

(Continued from page 8)

a sense of personal responsibility for the actions of their children. It is hoped that such a beginning will lead to the continuance of such a program in the home.

In closing I would summarize by reading to you a simple but vital set of Beatitudes—

Blessed are those who have learned to season the meat of labor with salt of play, for eating well they shall live long upon the earth.

Blessed are those who developed inner resources, for they shall inherit the joys of the spirit.

Blessed are those who can fill their leasure pleasantly, for they shall possess abundant hours and days.

Blessed are those with skillful hands, for their substance and joys shall know rich increase.

Blessed are those who can bridge the empty minutes with happy work, for they shall not fall into the pit of boredom.

Blessed are those who have learned to love the arts, who live in constant contemplation of high thoughts, for they shall know exaltation of the spirit.

Blessed are the companionable, for they shall discover companionship.

Yea, thrice blessed are those who in making a living shall find time and ways to live a life, for only one is given to each of us here and hereafter.

Yea, thrice blessed are they, for they shall find peace, which is the Kingdom of Heaven.

Leadership For Recreation

By A. G. LEY

Saltfleet District High School, Ontario

If any movement such as recreation is not to be still-born, there must be, in the beginning, an upsurging of public enthusiasm based on a very real need, and there must be leadership available immediately. At first this leadership must be voluntary, but it must be capable — at least capable enough to get immediate action — because, as the novelty wears off, the volunteers become less and less enthusiastic. At this point the professional leader makes his debut. If he has the ability and is trained, he then guarantees the success of the venture by involving volunteers on an interest basis, making sure none are overlooked and that they continue to be useful.

Of course it is very well to say we must have trained professional leadership, but it is quite another thing to procure it. At present, we cannot compete with the teaching profession and industry for university graduates. In another ten years, perhaps the taxpayer will place the same importance on the recreation staff as he does on the educational staff. In the meantime, there is a gap that must be filled.

The solution may lie in conducting intensive recruiting campaigns among secondary school students, selecting the best of these who, for some reason, are not able to go to college. When such young people have been given practical experience on the playgrounds and in the community centres, it might be suggested to them that they enlist in the recreation division of one of the armed services. Here they can get practical experience in recreation with proper guidance — and get paid for it.

There is another source of personnel. Many newly arrived immigrants have had recreation experience and training in their own countries and could be used as volunteers before being employed in order to insure their acceptance. And there are probably other arrangements of equal merit.

Enthusiastic volunteers will always form an important element in municipal recreation. The recreation staff will find these people around their centres, service clubs, labour unions, ethnic groups, and most important of all, in parents of children who frequent the playgrounds and recreation centres. Not too many volunteers are needed to put on a substantial program, especially if the recreation staff member can use teenagers as assistant leaders.

The volunteers should be people with whom the professional staff can work. Therefore, let the staff select their own volunteer leaders, on a short-term basis — it is unfair to ask volunteers to take on long-term commitments or to ask them to attempt tasks for which they are not prepared. Competent staff leadership is required to tap the reservoir of volunteer help that exists in every community. The best type of training for a volunteer is the experience of working with a skilled worker, supplemented with short courses, perhaps one night a week for a month. The contents of these courses must be geared to the immediate needs of the volunteer. Once a recreation department is established and operating through community centres it should not be difficult to establish such courses.

Let us look at some of these volunteer leaders.

A trained staff member knows that different types of leaders are required, and that volunteers can be divided into categories. Armed with this knowledge he does not ask a volunteer to attempt an impossible task. He does not ask the "executive type", who runs a business and holds a position of prestige, to coach a team. People look to him for leadership and he would serve better on an advisory or policy-making committee. Although the business man has little time for details, his concept of recreation can be fed with all the latest literature in a condensed form. He can be asked to head up major projects and to report on recreation activities.

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Every community has a certain number of "willing horses"—people with a high sense of community responsibility. These are the "joe boys"; they can be asked to do almost anything and are too often taken for granted. They are entitled to a build-up; visitors should be introduced to them, they should be mentioned in reports, and generally be made to feel that their efforts are being appreciated.

Much has been said of the "press-gang convert". We often forget these people are busy elsewhere in important positions. They are people who, no matter how busy they are, can never say "no" and, consequently, often find they have not time enough to do a proper job. They are people who get around and though they cannot be given great responsibilities, they often function well in a crisis, and make good lobbyists.

Then there are the two categories of enthusiast, the "misfit" and the "know-it-all". The first is the man or woman who has never really made a success of anything. Remember that he is usually a great talker, and he might as well be talking for the recreation program as against it. Use one of his ideas and make it work, thereby keeping him on your side. The "know-it-all" type often has ability, but rubs people the wrong way. Sometimes it is best to let him knock himself out, and then pick him up. Let him try again with your support and try stressing to him the value of co-operation with others. Under this treatment, this type may graduate into the next type, which we would call the "gold-nugget".

These "gold nuggets" are often overworked. They are the valuable people for stimulating committees and for instigating new projects.

Everyone in public life is subjected to the attention of the "critic". He compensates for his inferiority complex by finding fault with people who are trying to do something. His criticism may actually be good publicity. If he rubs a great many people the wrong way they may automatically support what he opposes. Argument is useless with him. Try out some of his suggestions and make excuses for him if they fail. He may eventually come round to praising your organization.

It is one thing to know all these types of volunteer leaders, but quite another to secure and keep them. If full use of committees is made, it is often surprising who will rise to the top, since committees normally search for their own leaders. Put as few square pegs in round holes as possible, provide opportunities for volunteer leaders to show ability and take responsibility. Above all, don't criticize except in committees, and then only constructively and with plenty of opportunities for "saving face". The principle of continually changing officers is now gaining wide-spread acceptance and if it is introduced from the beginning it can be carried on without stepping on too many toes.

To be effective, municipal recreation must have neighbourhood support. If the local individual is to be kept interested, he must be involved in the planning. Municipal recreation cannot be dispensed like food or electricity; the taxpayer must be involved from the beginning. In fact, the greatest benefit to be derived from a recreation program, as far as he is concerned, comes from his experience in the planning and creating. His final participation in the program is almost an anticlimax.

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Can School Physical Education Be Justified?

By ROBERT F. OSBORNE
Director, School of Physical Education
University of British Columbia

Contrary to popular opinion, physical education is not a modern phenomenon designed to further the cult of athleticism or professional sport. The importance of exercise and play has been recognized for many centuries. Durant in his book "The Story of Philosophy" discusses Plato's belief in the equality of educational opportunity and the necessity for universal education, and shows how Plato would achieve a balance in education. "For the first ten years of life, education shall be predominantly physical; every school is to have a gymnasium and a playground; play and sport are to be the entire curriculum; and in this decade such health will be stored up as will make all medicine unnecessary . . . but mere athletics and gymnastics would make a man too one-sided . . . we do not want a nation of prize fighters and weight-lifters. Perhaps music will solve our problems: through music the soul learns harmony and rhythm, and even a disposition to justice."[1]

Aeneas Sylvius Piccolomini, who became Pope Pius II, was bold and wise enough to give the following advice to the King of Bohemia concerning the proper education of a youth: "As regards a boy's physical training, we bear in mind that we aim at implanting habits which will prove beneficial through life . . . A boy should be taught to hold his head erect, to look straight and fearlessly before him and to bear himself with dignity, whether walkings, standing, or sitting . . . Games and exercises which develop the muscular activities and the general carriage of the person should be encouraged by every Teacher."[2]

The foregoing quotation would not be considered uncommon or extraordinary today, but coming from an exalted religious leader five hundred years ago when Europe was still emerging from the stagnation and shackling restrictions of the Dark Ages, it assumes a greater significance.

Physical education has not always been advocated and promoted for purposes which we in a democratic society would consider worthy. When the National Socialist party of Germany assumed full power under Hitler, it did not overlook the important role which sports and youth organizations can play in moulding the social pattern. Consequently, the Nazis with characteristic German zeal and efficiency set about coordinating, centralizing, and increasing the emphasis upon all aspects of these programs, including school physical education. The results were obvious and quite amazing. The emphasis on the physical as well as the intellectual capacity of German youth revealed clearly the Nazis' concept of the close relationship existing between total fitness and German culture.

In contrast, the English attitude to physical education has always had its roots in the British love of sport. It is from England, more than from any other country, that we have obtained our ideals of sportsmanship and the principle of "sport for sport's sake." It would be a grave mistake, however, to assume that the English are complacent about their traditions and are not fully aware of the need for organized physical education in their schools. In general, one can say quite safely that this problem is receiving much more attention in England than it is in Canada.

Concern for the physical well-being of school children was heightened, even to alarming proportions, by the publishing in the United States of the results of the Kraus-Weber Tests of Minimum Muscular Fitness in School Children in May of 1954. Subsequent testing of school children in other parts of the United States and in Canada revealed the same disturbing picture as described by Dr. Kraus. The new data confirmed the inferiority of the North American children as compared with the group tested in Europe. The resultant discussions and debates aroused a new interest in school physical education and precipitated an unprecedented amount of publicity in the press and popular magazines as well as in the

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Recreation Calls For Community Cooperation

professional journals. One tangible result was the convening by President Eisenhower of a Conference on Fitness of American Youth on June 18th and 19th, 1956. One month later an Executive Order established the President's Council on Youth Fitness and the President's Citizens' Advisory Committee on the Fitness of American Youth. The Citizens' Committee at the Second Annual Meeting with the Council, on September 7-8, 1958, submitted a number of recommendations to the Council. The importance attached to physical education is revealed clearly in one of these statements which reads: . . . (It was recommended that) "The Council use every available means to urge schools and school systems to strengthen their physical education programs and avoid eliminating or curtailing those programs in favor of other subjects."[3]

Today all countries which require a universal public education have some regulation making physical education compulsory throughout all or a large part of the total period of schooling. A modern definition of physical education will usually stress the importance of physical activity, especially where the large muscles of the body are involved, and the relationship of this participation to the development of desirable qualities of character and social behaviour essential to life in a democracy.

The ratio or balance that should be maintained between the components parts of physical education varies from time to time and from place to place. Even the most ardent and best informed philosophers of physical education in a particular country may appear to disagree, as witness the following statements by Dr. C. H. McCloy of the State University of Iowa and Dr. Harry A. Scott of Teachers' College, Columbia University:

"Just as learning to read in the grades and high schools is not solely to acquire ability to read the newspapers in later life, but is the tool with which the pupil seeks knowledge from the first grade on up, so it would seem to me that our programs of physical education from the beginning of school up to where physical education is no longer offered to pupils, should be such as to be useful *now*, and not solely something to bolster a pious hope that the pupils *may* someday in later years become exercise conscious."[4]

"The goals of general education are the goals of physical education. As an integral part of the area of general education the college program of physical education seeks the same goals as the field of general education. The only thing that makes physical education differ from other areas of the program is the *method* through which the goals of general education are accomplished. Physical education makes its contributions to general education through the medium of motor movements—the games, sports, dances, aquatics, and other activities which comprise the program of physical education."[5]

"In our efforts to educate students for a future, as well as a present satisfying re- of motor skills and mere participation are creational life, however, mere acquisiton not enough. There must be participation

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with understanding. Little should be taught in a physical education program that is a terminal experience for the student. Through the processes of instruction and guidance, efforts should be made to ignite in the student the spark of understanding which makes it possible for him to see beyond his present experiences. He should be helped to understand, for example, that his exemplary conduct as a player and as a spectator at athletic contests here and now, may, in years to come, spiral into a type of social consciousness which has great significance for improved human relations among all people. He should understand that the health and social benefits accruing to him through participation in physical education activities have a large significance for the improvement of the health of the public and the enrichment of the home and family life of all people. Furthermore, these activities may equip the future parent with the ability to participate effectively in the physical education of his own children and to engage with pleasure in their physical recreational activities. The student should understand that the physical recreational activities, or the competitive sports which give him pleasure now, are potentially valuable for all people. Thus, as an adult citizen in the years to come, he might actively support community projects leading to improved educational and recreational facilities for all people in his community."[6]

The foregoing statements were made in connection with physical education in colleges, but they have even a greater cogency when applied to the requirement of physical education in the elementary and secondary school programs.

In spite of some minor disagreements, there is, however, general agreement amongst almost all physical education philosophers and administrators that a complete program must include regularly scheduled class periods, Intramural Sports, and Extramural or Inter-school Athletics, and that these phases must be conducted in harmony with the objectives and functions of the Health Services.

The justification of any requirement is always more readily appreciated if specific facts and figures can be cited to prove that specific benefits are derived as a result of this regulation. The specific benefits accruing to the classes required of all students are most difficult, if not impossible, to prove because experimental situations where there would be two groups, one required to take class physical education and one not allowed to, are not readily available in countries where all students are exposed to a physical education requirement. There are studies available which would shed light on the effects of training programs on individuals, especially in military establishments, but these do not represent the controlled situations necessary to produce statistical data for the purpose of comparing school situations. On the other hand there has been a considerable amount of research dealing with competitive programs, enriched or superior versus mediocre programs, and so on.

A listing and brief description of some of these studies will reveal some interesting facts:

1. Wrightstone[7] devotes a chapter to "Appraisal of Physical Education and Pupil Adjustment" in his book "Appraisal of Experimental High School Practices." Included in his summary of findings are the following:

   "(i) The data provide evidence that pupils gain in P.F.I. (Physical Fitness Index) during the school year, whereas they are liable either to lose or to show relatively little growth in P.F.I. during summer months. One theory is that the systematic health program of the school does have a measurable effect upon the physical fitness of pupils.

   (ii) Another tentative conclusion is that pupils who have had camp experience will, as a group, usually possess an advantage in P.F.I. over similar pupils who have not had camp experience. The advantage is more significant for girls than for boys.

   (iii) There is evidence that participation in certain sports rather than others selects and develops pupils in physical fitness."

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2. Rowe[8] concludes from studies that young participants in interscholastic sports do not grow as well as those having a well-organized physical education program. They make no distinction, however, in growth between students in the program and those not enrolled for physical education activities. Hein,[9] on the other hand, reports that those taking part in interscholastic sports show a greater rate of growth and physical development than those in the regular physical education program.

3. Whittle[10] studied two groups of selected boys essentially alike in maturity and physical achievement, to investigate the effects on the participants in good programs in comparison with those in poor programs. Various other factors were considered but one of the conclusions was that the superior performance of the boys from the good programs could be attributed to their participation in this type of program during their elementary school years.

4. Wilkinson,[11] using control groups, found that a child's behaviour depended greatly upon feelings of adequacy. She also expressed the view that children reactions to inadequacy were varied and subtle. From her observations and tests she believes that a well-trained educator can recognize certain symptoms and provide opportunity for therapy. In her experience the greatest opportunity for these behaviour patterns is to be seen in the physical education class because of the variety of situations which provide for personal expression and relief from feeling of inferiority.

5. Ray,[12] to study the situation where parents wished their boys to stop physical education in order to study longer and therefore gain better grades, compiled the records of four hundred and thirty-two boys over a period of four years. He concluded that the I.Q. was a fairly reliable predictor of success in the attainment of academic grades but he also states that 'athletic participation seems to be beneficial to the student in a number of respects." The athletic group was more inclined to a superiority in mental ability (as measured by I.Q.) and had less academic failures than other groups.

6. Adams,[13] as a result of an investigation into the recreational interests and pursuits of graduates of Columbia University, found that 69.2% of the graduates who responded stated that they had learned their recreational activities at school. Similar studies also point to the importance of developing in students an interest, preferably accompanied by some skills, in some physical recreation activities.

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7. Hein[14] concludes that perhaps more important than the objective evidence which has been supplied is the interpretation of it through the insight and understanding of an educator. He states: "Not every aspect of education can be predicted on objective evidence. Experience must have its due and there is still a place for reason, logic and interpolation in human affairs. In developing our program of sports for children and youth, we should certainly utilize every bit of objective evidence that is available to us. But in the absence of such evidence and for problems that do not lend themselves to objective research, we must rely on reason and common sense."

It is incumbent upon us, therefore, to examine a few statements which may be said to be representative of experienced and capable individuals who have given careful consideration to the necessity or advantage of having a compulsory physical education program.

(i) Justus J. Schifferes (well-known United States Health Educator):
"Physical education, of course, is not just exercise; nor is it mere physical training. Participation in a broad program of physical education, provides not only recreational opportunity but also social competence and ego satisfaction. Sports are an important practical road toward mental health, for they stress interpersonal relations. Games teach co-operation, teamwork, self-control, self-renunciation, and the practical art of getting along with other people."[15]

(ii) William C. Menninger, M.D. (one of the founders and directors of the famous Menninger Clinic for psychiatric disorders, Topeka, Kansas):
". . . One of the three common psychological needs that are effectively met through participation in certain forms of recreation, is that competitive games provide an unusually satisfactory social outlet for the instinctive aggressive instinct which constantly seeks expression. Where its direct expression is denied, symptoms may develop."[16]

(iii) C. E. Turner, D.Sc., Dr. P. H. (Professor of Public Health Emeritus, Massachusetts Institute of Technology, formerly Associate Professor of Hygiene, Tufts College Medical and Dental Schools, Boston):
"Young persons need a well-planned program of physical exercise if they are to secure an all-around physical development. Exercise, planned from the viewpoint of body mechanics, desirable strengths and coordinations, physiological needs, and enjoyment, trains one to use the body efficiently and gracefully in the performance of daily tasks."[17]
"It is obvious that physical activities contribute to health directly and that the desire to succeed in physical accomplishments is a stimulus toward the development of health habits. However, the educational values of physical education are so important that the program would be worth while even if it did not make its important contributions to health."[18]

(iv) Jean Mayer, Ph.D. (Internationally known physiologist, Department of Nutrition, Harvard School of Public Health):
"As for the children who did not 'make a team,' as well as practically all of the elementary school groups, they are too often limited to a couple of perfunctory sessions of gymnastics per week. Another important limitation of a system which emphasizes almost exclusively competitive team sports is that it leaves the new graduates bereft of the opportunities which could make regular exercise a life-long habit."[19]

(v) President Dwight D. Eisenhower:
"That national policies will be no more than words if our people are not healthy of body, as well as of mind, putting dynamism and leadership into the carrying out of major decisions. Our young people must be physically as well as mentally and spiritually prepared for American leadership."[20]

In spite of the paucity of conclusive research data to prove that a minimum requirements of two periods of physical education classes per week will improve the health, the total fitness, the scholastic attainments, or the basic character of a student, the weight of informed opinion certainly supports the principle of having a required program. In fact, the case for increasing the requirement, both quantitatively and qualitatively, seems to be supported very strongly. The principle of compulsion is very rarely appealing, but it is one that is common to other aspects of education and modern society demands that it be retained in physical education for the benefit of the many, even though its retention may appear to be unnecessary for the selected or gifted few. Of course, the potential scope of a comprehensive physical education program can be realized only through the medium of qualified and enthusiastic leadership which in turn can be nurtured and developed best in an atmosphere of public awareness of and sympathy with the objectives and values of a good program.

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PLAYING FOR SAFETY

By TOM W. COTIE
Director of Physical, Health and Safety Education
Oshawa, Ontario

"Accidents will happen", in school as elsewhere. From time to time, some one incident takes the public eye, and draws attention to the question of safety precautions in schools. The interest soon fades, and the normal rate of accidents in schools is low enough not to be obtrusive. Yet after every such incident, parents and teachers and local authorities are left painfully in two minds. No one wants to start panic measures; or to cramp absurdly the activities of schools; or to bring up a generation of students so hemmed in with precautions that they cannot, because they dare not, put a foot wrong. Yet even a minor injury can cause disproportionate shock and tragic waste of time; and the death or maiming of a pupil is a disaster.

It is not the object of this article to make parents, teachers and local authorities nervous about the risk of accidents in schools. To live dangerously may well be a better rule of life than safety first. The kind of youngster the schools hopes to turn out should be confident, curious and uninhibited. But carelessness is not to be excused and unnecessary risks must not be taken. Whatever care and forethought can do to prevent accidents must be done.

To examine the problem scientifically would call for statistics on a national scale, covering a considerable period of time. Analysis of these might lead to conclusions about the most likely sources of danger. Unfortunately, such statistics are not available in Canada but the National Safety Council, however, keeps records of accidents reported to them. On examining these statistics, they present a number of most interesting features, which help to justify the kind of measures indicated by common sense and the results of experience. The most striking fact that emerges from them is that 84 per cent of accidents in secondary schools and 90 per cent of accidents in elementary schools are accounted for by three headings: the playground, organized games and physical education and general accidents in the school buildings.

In elementary schools, accidents in the playground form by far the largest individual category. This problem obviously cries out for attention. Questions of size and layout, fencing and maintenance of school playgrounds should be investigated, as well as the question of supervision during the times that they are in use. In the case of secondary schools, the playground, though still one of the danger spots, is relatively less important. There are probably two reasons for this. One is that the premises are usually better maintained; the other is that the average age of pupils is higher. In the case of technical schools and colleges, the playground ceases to be of prime importance. At many such schools, playgrounds do not exist at all. In any event, most of the students are of such an age that they do not take their recreation in a manner which is likely to lead to injury.

The high place occupied by games and physical education in all schools requires some comment. In secondary schools, this category accounts for over 47 per cent of the total number of accidents. For elementary schools, the figure is less high, probably because the physical education of the primary, junior and intermediate pupils is less exacting and the periods are often shorter.

The problem of safety in physical education and all its facets is one of some difficulty, as on this side of the school's activity, some risk has undoubtedly to be accepted. Danger cannot be completely eliminated without abolishing our national games, to which the determination and courage of our people owe not a little. But if we are not

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Editorial Note: This article will be continued in a later issue.

to go as far as this, it is still possible to take certain precautions, particularly in the gymnasium, which reduces the risk of serious injury without ruling out the possibility of misadventures in movements on which the value of these exercises largely depends.

Even before the child is old enough to go to school, Nature has already set him a number of problems in movement. He has to master certain basic activities; he must learn to walk and to run. As he grows and his height and weight change, the balance of his body has to be re-adjusted. The problems of control become more complicated; and in trying to solve these, the child often misjudges the situation. He stumbles and falls. But these misadventures are an essential part of the learning process; they are likely to happen whenever an effort is made to acquire new skills or improve old ones, no matter what the age or experience of the performer.

The aim of safety precautions should not be to make such mishaps impossible, but only to render them harmless. For children must be trained to move under all sorts of conditions, difficult as well as easy, with skill and confidence and without fear. Grit, determination and courage can be shown only when the body is trained and tested under conditions not wholly free from risk. The child must be given opportunities of proving such qualities if physical education is to contribute fully to the development of his character as well as of his physique. The program should, therefore, include some activities of a kind not essentially "safe" and others such as obstacle races, which, though "safe" in themselves, are given a "kick of adventure" by being carried out under compelling or hazardous conditions. The personal risk involved is one reason for the wide appeal of this type of activity and of competitive games generally. This is the very spirit physical education should preserve and foster.

Yet every precaution must be taken to eliminate the possibility of injury in any of the activities of the school physical education scheme. The scheme may include gymnastics, athletics, games and inter-school competitions, dancing and swimming; and it is with safety measures in this field that we are most concerned. Before any specific recommendations are made, something should be said of the teacher, instructor and supervisor. On his skill and knowledge, above all else depends the prevention of accidents both in outdoor and indoor activities. If he understands his job, he will know likely "danger-spots" and how to guard against them. Good class-control is fundamental. If, in spite of everything, an accident should happen, he must know exactly what to do. A first-aid box and a supply of clean water should always be available. Unless, however, he is trained in first-aid, he should not attempt to treat the injury, but should send at once for competent help. The accident, however slight, should be reported to the principal without delay, in view of the possibility of a subsequent legal dispute. Also, the parents have the right to be informed of the incident as soon as possible.

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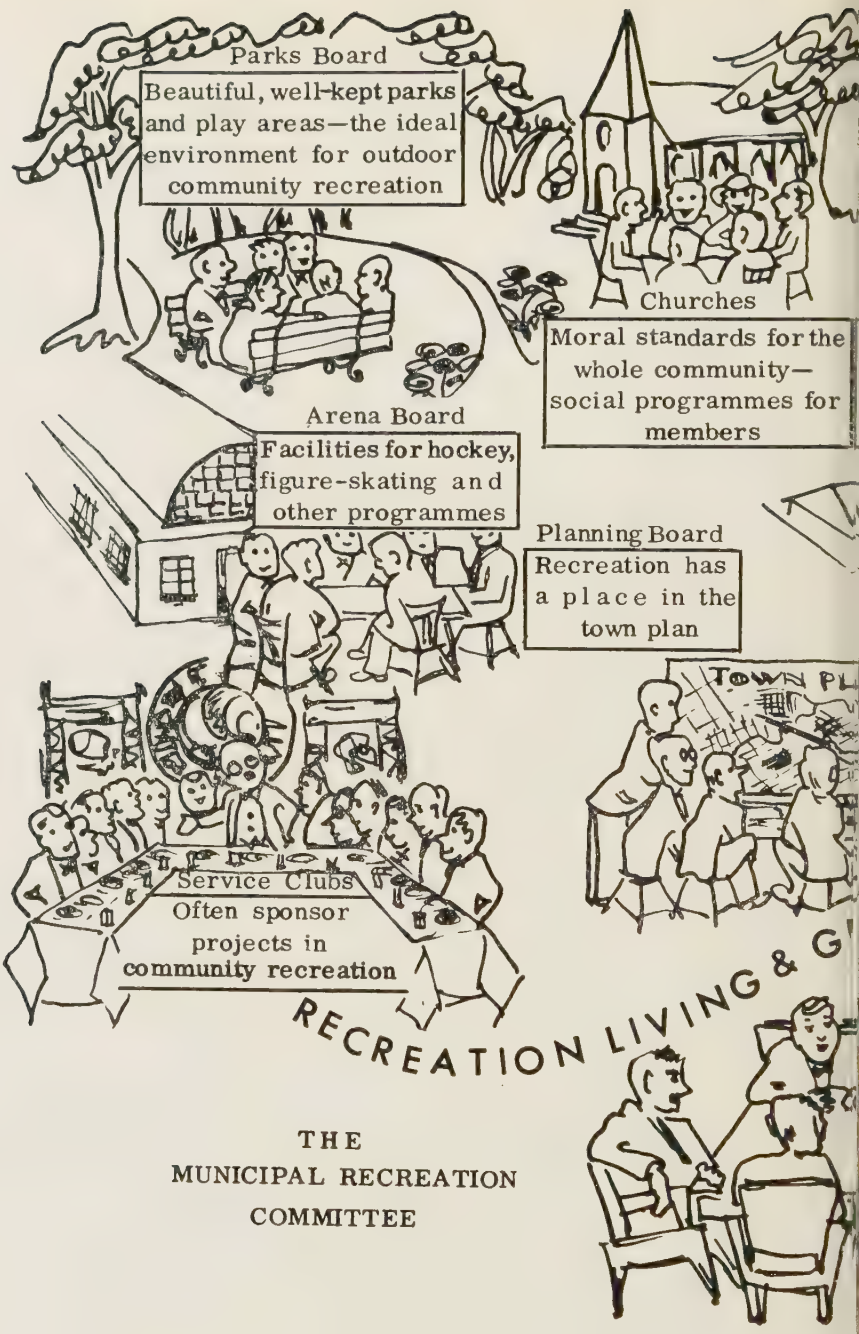
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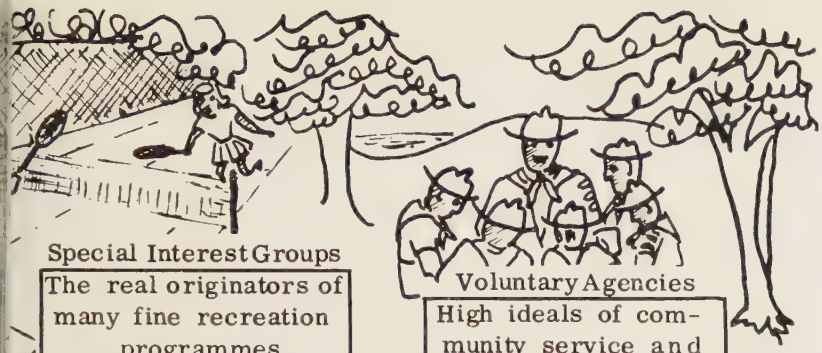

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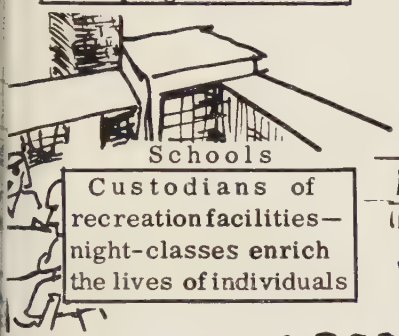

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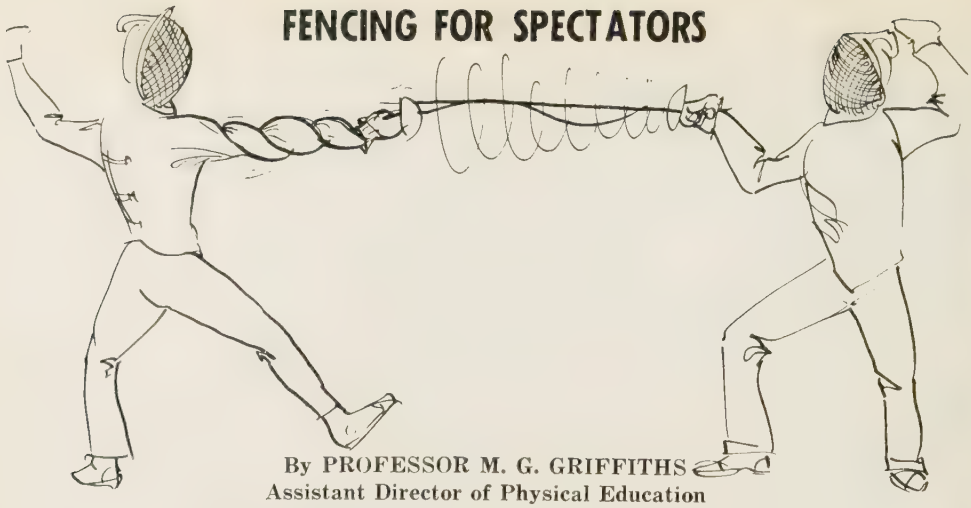

By PROFESSOR M. G. GRIFFITHS
Assistant Director of Physical Education
and JULIUS ALPAR, Maître d'Armes, University of Toronto

Fencing, as a sport, as well as a method of deadly combat, has been practised for centuries. The game, as we know it today, is the result of progressive improvement and refinement of the techniques practised in earlier days. Sword play became a reality with the adoption of the light court sword, which enabled all attacking and defensive movements to be made with one weapon, wielded with one hand only. The lighter weapons are more manageable and place a premium on speed and coordination and give little advantage to sheer strength. It is controversial as to whether the lightening of the weapons resulted in the development of improved techniques, or the techniques force the lightening of the weapons.

Weapons

Three weapons are used in the modern sport; the foil, the sabre and the epée. While their basic principles are similar it is imperative to have some knowledge of their technical strategic differences, as well as the varying convention play (competition) in order to understand the different techniques required in each of the three weapons. The basic principle in all weapons is to score a hit on your opponent and avoid being scored against.

Foil — The foil is considered the basic weapon in fencing. It is used by both men and women. It is theoretically a pointed sword capable of inflicting a puncture wound. Foils are constructed to conform to the requirements of the various schools of fencing of which the French and Italian schools were the most important. The French school emphasized dexterity and relied on deception and quickness of movement, rather than on the strength stressed by the Italian school. Since the end of the second world war there have been certain changes in style and method. The Hungarians are largely responsible for the recent improvement in foil and sabre, concentrating on flawless precision and increased emphasis on speed of movement. The Hungarians also adapted the foot work of their sabre fencing to the foil. Russia and her satellites successfully adopted the system and added conditioning activities, such as light athletics and swimming.

Scoring — Hits on the body with the point alone, count; hits on the limbs or head are "foul touches" and merely stop the bout without a hit being awarded. In the case of simultaneous hits, the attacker alone scores. If both fencers attack at the same time with the same action no hits are awarded. A hit made by a defender after parrying an attack (i.e. on a riposte) is awarded to the defender and so on throughout the bout the hit going to the defender who last parried successfully. The fighting character of swordmanship has been modified by conventions designed to improve the continuity of a fencing bout.

An electrical scoring apparatus has been developed for foil competitions. Special jackets are required when this apparatus is used. The jacket contains a large number of metal threads and is referred to as a "metallic jacket". Electric foils are equipped with special contact points. Starting in 1960 the women's foil target is the same as that used for men. (Continued on page 24)

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Sabre — The sabre, in addition to its point, has theoretical cutting edges along the entire front and one third of the back of the blade, so that cuts, as well as thrusts, may be scored.

To be valid a cut must land cleanly on the target and must not whip over a parry, adequate to break its force.

The sabre has priorities of attack and defence similar to foil. Equally, with foil, it is not good play to deliver a simultaneous hit, instead of offering a proper parry. A hit out of turn, which arrives first and so is valid, may be entitled to much merit and may even be brilliant, but it is delivered at the fencer's own risk. Hits may be made with either the point or the edge of the blade and are valid on any part of the body (arm, hand and head included) above the hips. The possibility of delivering and being hit by a cut, as well as a thrust has influenced the character of sabre play. A high standard of technique must be developed in order to keep up a continuous phrase. A good sabre bout is the most spectacular from a spectator's point of view.

As in men's foil, a contestant who first scores five hits is the winner. In foil and sabre a touch that reaches any portion of the body which is off the target is an invalid touch, and while not scored, halts the bout and nullifies any subsequent action of either contestant. Frequently an invalid touch is announced as a "foul". The use of this term has no defamatory meaning, as in boxing and involves no penalty.

Epée — Tournament competition, in the duelling sword of epée, closely simulates the actual duels of yesterday. Hits are scored with the point only, on any part of the fencer's body, including the head and limbs. The character of epée play is modified by the absence of attack and defense rules for the separation of simultaneous hits. Such hits are scored against both combatants. Play is more cautious, the fencers keep more out of distance and the blades are not as much in contact as with foil and sabre. Attacks are in consequence generally simpler movements, but are delivered with the maximum dash in order to anticipate a stop hit. A good epée fencer must have a razor sharp sense of timing. To assist in the judging of epée bouts aids have been developed. The first was the "point d'arrête", a small three-pronged point. A drop of colouring matter is usually placed between the prongs of the "point d'arrête" to leave a telltale mark on the body or equipment of the fencer when a hit has been scored against him. An electrical apparatus has also been devised for competitions which can distinguish between hits arriving a split-second apart. A special "point d'arrête" on the tip of the epée completes a circuit if a hit arrives properly, automatically registering the touch by means of a light and a buzzer. Simultaneously, it blocks the registering of any subsequent hits by the opponent. Hence only the first hit which registers on the apparatus counts. If two hits are made within 1/25 of a second, both register and both fencers are considered hit.

Judging — The jury is made up of a President and four Judges. The President has complete control over the fencers, judges and spectators. His duty is to award hits according to the rules of the weapon being fought. The judges are placed so that two are watching each fencer. Their duty is to watch for hits which land fair or foul on the fencer during any particular action and to so inform the President. The President may also establish the fact of a touch, and in this respect may overrule one, but never both, of the Judges, who are watching the same contestant. The important duty of the President is to determine the right of way in foil and sabre fencing, and the priority of hits in epée bouts. The Judges have no vote in these matters. In an electrical epée bout, only, a President and two Judges are required. The judges watch for accidental hits on a non-valid target (the floor, etc.) which may cause the apparatus to register.

Suggestions for Spectators — With the foregoing information you should be prepared to follow the play. Because of the speed of the game it may at first prove difficult to understand. The following suggestions my be of assistance —

— Do not try to watch both fencers. Concentrate on one at a time, preferably the attacker. See if you can pick out the final movement of the attack. If it is parried watch the attacker resume the defensive, (this refers to foil and sabre fencing).

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Recreation IS Simply Having Fun Together

(Continued from page 24)

Listen carefully to the President's analysis of the play and to his final decisions. In time you will find that there are a limited number of attacks, and that each may be met by a limited number of parries. A fencer, to be successful, must have more than technical perfection, speed and endurance. He must know, by intuition or by reasoned observation, just when to attack in the split second when his opponent is momentarily unprepared to defend himself. He must match his wits with his opponent. He must deceive without being deceived. He must develop attacks and counter-attacks to meet lightning-fast reactions which may themselves be nothing more than deceptions designed to draw him out of position or disrupt his timing.

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The London Public Schools' Physical Efficiency Study (Part II)

By JOHN A. FAULKNER and MICHAEL S. YUHASZ
Physical Education Department
University of Western Ontario

John Faulkner

This is the second of a series of three articles based upon data collected on the seven item Western Physical Efficiency Test in six London Public Schools with widely varied facilities and programmes and in six public schools with comparable facilities in another community. This portion of the study is concerned with the inter-relationship between physical fitness and motor ability as measured by this test battery, with comparison of physical fitness, motor ability, and physical efficiency amongst children in six schools of one community, and with the effect of interschool and community participation on physical efficiency levels.

Analysis of Data. The raw scores on each Individual Score Card were translated into Standard Scores. The standard scores were then summed for the 30 second speed sit-ups, the back-lying pull-ups, and the 200 yard run to provide a Physical Fitness Score out of 300. The 50 yard dash, the agility run, the standing broad jump, and the softball throw for distance were summed to provide a Motor Ability Score out of 400. The two totals were then added together to obtain a Physical Efficiency Score out of a possible 700.

A random sample of 10 boys and 10 girls was drawn from each of the three age groups (11, 12, and 13 years of age) in each school. Since each child was scored on Standard Score Tables based on chronological age, a random sample card could have been drawn from the school at large, however, the stratified random sample provides a more accurate picture of the status of children throughout the school.

To determine the relationship between physical fitness and motor ability as measured by these test items, a coefficient of correlation (r) was calculated for boys and for girls.

Each school studied was rated on the LaPorte Score Card (8) to assess the physical education program and the general health, recreation, and safety provisions (Table 1).[1] The ratings were made by the authors on the basis of questionnaires answered by the principals of the schools concerned.

On the basis of the sample of 30 boys and 30 girls the mean standard score and the variance was calculated by the ungrouped data method for physical fitness, motor ability, and physical efficiency (Table 2).

An analysis of variance with one way classification by schools was made to determine any differences significant at the 5% level amongst the six schools in physical fitness, motor ability, and physical efficiency for boys and girls. In areas where the analysis of variance was significant the t test comparison of the means was employed to ascertain which schools had deviated significantly.

A questionnaire to check the vigorous physical activities that the children participated in outside of the regular physical education periods was administered at the same time as the test battery. From the responses, the children were grouped into four categories, 1) those who took part in no vigorous physical activity outside the regular physical education period, 2) those who participated in vigorous interschool sports activities, 3) those who participated in vigorous community sports activities, and 4) those who participated in both interschool and community sports activities (Table 4). The mean and variance was calculated for boys and girls in each group and the t test comparison of the means with significance at the 5% level was made to determine differences.

[1]The LaPorte Score Card is based on a twenty-three year study by the Committee on Curriculum Research of the College Physical Education Association. A selected jury of 150 leading state, city, and rural supervisors and administrators of Physical Education critically evaluated them before their reconstruction into their present form.

Recreation Requires Many Different Kinds of Skills

Discussion

Physical fitness, although based upon a foundation of medical fitness (health), is quite variable and depends upon environmental factors (1). It can only be obtained and maintained through regular, strenuous large muscle activity. Physical fitness is assessed by flexibility, muscular strength and endurance of the major muscle groups of the body and by cardio-vascular respiratory endurance (4). Motor ability is relatively stable and its limits are set primarily by hereditary factors (2). Motor ability consists of a number of specific abilities — various fine and gross muscular coordinations, agility, power and speed.

Physical fitness and motor ability are not necessarily dependent upon each other, although improvements in the more variable elements of physical fitness will be reflected by some indirect gains in motor ability. Conversely, a high level of motor ability, particularly such abilities as gross coordination and speed of reaction, are of aid in the economical and rapid performance of physical fitness items. Such influences are indicated by a correlation coefficient between physical fitness and motor ability of 0.715 for boys and 0.582 for girls.

The competitive selection of most school and community teams is weighted heavily in favour of the youngster with high motor ability. Coupled with subsequent gains in the physical fitness levels through strenuous participation a further contribution is made to this correlation. The lower correlation for girls may be attributed to the lack of both cultural motivation and opportunity for vigorous physical activity for girls with high motor ability (Table 4). Consequently, few girls approximate their optimum physical fitness level.

The correlation is enhanced in the lower levels of motor ability through the discouragement these youngsters receive through unsuccessful efforts at participation. Extended over a period of years, these children who require professional assistance to master even the most basic physical skills, become more and more withdrawn from physical activity in which they never gain personal satisfaction or success. It is obvious that competitive community teams often sponsored by commercial interests cannot be expected to develop other than youngsters of high physical efficiency (5). The youngsters in the lower half of the physical efficiency distribution are provided with little encouragement and less opportunity for improvement. These factors are augmented by their own lack of enthusiasm

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and natural reluctance to place themselves in situations likely to be disadvantageous.

The LaPorte Score Card results indicate that all the schools are far below what might be considered minimum standards for program, for indoor and outdoor facilities, and for organization of physical education. Health Service was the only area in which the six schools compared favourably to the minimum American standards. Even in this area, deficiencies were noted in the classification of children for restricted activity and individual corrective treatment as a supplement to the regular program. Because all of the schools tested were so low in these areas it was impossible to make any assessment of the effect of individual programs upon the physical fitness, motor ability, and physical efficiency levels as the meagre school results were completely masked by community influences (6). Even the absence of gymnasia in schools B and D did not effect the results to a significant degree.

The analysis of variance with one way classification by schools indicated a significant difference in physical fitness amongst the six schools for both boys and girls. The t test comparison of the mean disclosed that the differences were caused by the boys of school F being significantly inferior to those of schools A, C, and E, and the girls of school E being significantly superior to those of schools A, B, C, D, and F. (Table 3). Since physical fitness is unstable and subject to major improvement over several months of strenuous physical activity and to major deterioration through several months of physical inactivity, differences might be expected to be evidenced more readily in this area.

The analysis of the responses to the questionnaire emphasizes the differences between those who do and those who do not participate in community sports activities. The mean standard scores of both boys and girls who participated in community sports were significantly superior at the 5% level to those boys and girls who had no activity outside of the regular physical education program. The boys who participated in community sports were also significantly superior to those who just participated on the school teams (Table 4). This raises the question as to whether they have high physical efficiency levels because they compete or whether they compete because they have high physical efficiency levels. Considerable longitudinal research throughout the younger age groups will be required before this question is resolved.

That boys who participated in interschool sports only were not significantly different from those who had no activity may be explained by a lack of intensity in the interschool program, or by a division of team strength. If the interschool program provided strenuous activity for those boys or sports skills that might be carried over into out-of-school particiaption an improvement over the No Activity Group would be noted. Since this is not evidenced these boys are

(Continued on page 29)

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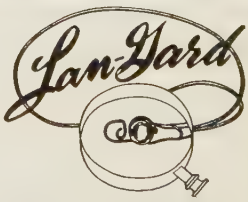

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either being offered a program at a very low activity level or are the substitutes and are not getting enough participation to improve. It is probable that they lack the interest and/or the ability to make the more competitive community teams.

As would be expected in our culture, the boys have far more opportunities to participate in sports activity both within school and without (Table 4). The highly organized nature of and widespread opportunity for community sport participation is evidenced in the percentage of boys (33%) and girls (21%) who take part. It is the high level of physical efficiency of these boys and girls that holds the total sample mean at its present level. An overlapping of attention appears to be focused upon youngsters of high physical efficiency by school and community sports agencies. The most reasonable approach for the schools would be to concentrate their efforts on boys and girls who are not playing on community teams.

The greatest challenge for the school physical education program is the bottom quartile of the physical efficiency distribution. Generally, the only contact with this group will be through regular health and physical education periods. To obtain any substantial gains these programs must be well organized carefully planned and vigorous. Since the majority of basic physical skills are more easily mastered during the pre-adolescent period, the public school program is of prime importance. During this stage of development children also have fewer academic demands upon their time and are able to practice and use physical skills with greater freedom.

CONCLUSIONS

1. Physical fitness and motor ability as measured by this test battery show a higher correlation for boys (0.715) than for girls (0.582). This may be attributed to more opportunities and greater cultural motivation.
2. All six schools had exceedingly low ratings for physical education programs and facilities as measured by the LaPorte Score Card.
3. All six schools scored high on the provision of health services with the exception of classification for restricted activity and individual corrective treatment.
4. Facilities in and of themselves do not necessarily contribute to higher physical efficiency levels unless a vigorous physical activity program is organized in them.
5. Response to the physical activity questionnaire indicate a considerable percentage of children participated in organized sport outside the school.

(Continued on page 30)

TABLE 1

RATINGS OF SCHOOLS ON THE BASIS OF THE LAPORTE SCORE CARD

School	Program	Indoor Areas	Outdoor Areas	Organization	Health Service	Total
A	7	9	9	11	31	67
B	4	7	5	10	31	59
C	12	14	12	15	31	84
D	4	9	6	12	31	62
E	7	9	9	11	31	67
F	8	6	9	13	31	66
Maximum Score	30	24	24	36	36	150

Health services are standardized throughout the city.

6. Children who participate in community sports activities are superior in physical efficiency to those who participate only in required physical education and to those who participate only in interschool sports. These differences may be attributed to the highly competitive selection of the community teams and to improvements, particularly in physical fitness, through the intensive physical activity they offer.

7. The public school and community competitive sports programs draw many of their participants from the same group. This would appear to be an overlapping of services.

8. The major challenge for the school is the improvement in the physical efficiency status of the lower quartile of the distribution.

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(Continued on page 36)

TABLE 2

THE MEAN STANDARD SCORES OF SIX SCHOOLS IN PHYSICAL FITNESS, MOTOR ABILITY AND PHYSICAL EFFICIENCY FOR BOYS AND GIRLS

		SCHOOLS						
	GROUP	A	B	C	D	E	F	Mean S.S.
BOYS	Physical Fitness	51	50	54	49	51	43	50
	Motor Ability	45	48	53	51	51	52	50
	Physical Efficiency	48	49	53	50	51	48	50
GIRLS	Physical Fitness	50	47	47	48	58	48	50
	Motor Ability	46	47	50	53	51	52	50
	Physical Efficiency	48	47	49	51	55	50	50

Means indicated are out of a possible 100 standard scores.

TABLE 3

t, TEST COMPARISON OF PHYSICAL FITNESS MEANS OF SELECTED SCHOOLS

	BOYS	GIRLS
SCHOOL	SCHOOL F (43)	SCHOOL F (59)
A (51)	2.74*	A (50) — 2.94*
B (50)	1.93	B (47) — 4.14*
C (54)	3.18	C (47) — 3.95*
D (49)	1.56	D (48) — 3.19*
E (51)	2.37	E (58) ——
F (43)	——	F (48) — 3.97*

School physical fitness means are indicated in brackets.

Asterisks indicate Differences at 5% level of significance.

(Significant if t <— 2.00 or> 2.00)

TABLE 4

PHYSICAL EFFICIENCY MEANS FOR GROUPS WITH VARIED LEVELS OF VIGOROUS PHYSICAL ACTIVITY OUTSIDE REGULAR PHYSICAL EDUCATION PERIODS

	BOYS		GIRLS	
	% in Group	Mean S.S.	% in Group	Mean S.S.
1. No Activity	42	44	60	46
2. Inter school sports only	25	45	19	53
3. Community Sports only	8	56	10	54
4. Inter school and Community Sports	25	59	11	58

Means are out of a possible 100 Standard Score.

My Impressions of Physical Education in Canada

By MICHAEL MELANEFY

British Association of Organizers and Lecturers
in Physical Education

It seemed to me that one of the greatest anxieties among the Physical Educationists, and this is not confined to Canada alone, is "How can we secure, in our schools and in our communities, recognition of the contribution which Health and Physical Education can make towards our ideal of 'the education of the whole man?" Is it true that many teachers of the more academic subjects in the Secondary schools regard these subjects as unnecessary "frills" or consider that the Physical Education teacher is only concerned with the production of school teams to uphold the prestige of the school? What is to be done about it? It is possible that enthusiasm for the subject could lead one to spending so much time in the gymnasium, on the playing fields, or in the swimming pool, training teams and improving one's own personal performance, that one could get out of touch with one's colleagues in the Staffroom, and away from the main stream of school life, a little re mote from the discussions on the broad educational aims and policies of the school, or could fail to contribute at Staff Conferences to discussion on matters connected with general education. This is something which every specialist teacher, whatever his subject, should guard against, and the teacher of Physical Education should be particularly conscious of the need to establish recognition of the fact that he or she has a real contribution to make. So many are qualified and interested in academic subject as well as in their main subject that they might well make a real contribution to the teaching of another subject, even if only for two or three periods a week, or consider giving assistance with an out-of-school activity unrelated to Physical Education. Such a contribution is almost always appreciated and often leads to a similar interest and assistance in Phys.Ed. activities, both in and out of school, by other members of the teaching staff.

At all three Summer Schools there were some very stimulating discussions on Health Education. Should it be a time-tabled subject in both the Elementary and the Secondary School, or should it be integrated into other subjects—Physical Education, Biology or General Science, Domestic Economy, Geography, History, etc.? How can we relate theory and practice so that Health Education really becomes effective in the life of the school — in the classroom, in the gymnasium, showers and changing rooms, in the dancing room? Should sex education be included in the Health Education programme, and if so, at what stage, and in what manner? As an isolated subject or integrated into other subjects and dealt with more informally? All these questions encouraged a great deal of thought and serious discussion and I was very impressed by the opinions expressed and by the appreciation by students of each other's points of view.

One of the outstanding discussions which took place was on the importance of the school team. Should the Physical Education programme cater more for the majority of the boys and girls in the school, to raise the general level of skill and encourage active participation, to develop an appreciation and experience of physical activities, or should it be 'geared' more for the production of champions? This was a very warm discussion, but a very valuable one. Guess who won?

As I looked at these young people taking part in Leadership Training Courses in these excellent camps, or attending the Summer Schools for Teachers, using magnificent gymnasia, swimming pools and games facilities, and when I saw the wonderful natural facilities which are available, I realised that Physical Educationists here have tremendous opportunities. But when I saw too, the young people in the cities, with their huge cars, with their very high standard of living, and with modern labour-saving devices, I realised that Physical Educationists also have tremendous responsibilities and challenges.

(Continued on page 36)

The Case Method Approach — — A New Administrative Technique!

By EARLE F. ZEIGLER, Ph.D., Supervisor,
Department of Physical Education for Men, University of Michigan, Ann Arbor, Michigan

Many of us who have administered programs and who have perhaps taught "the administration course" in the major program have felt that we had much to learn.[1] Of late we have heard so much about "democratic administration." We have tried it in varying degrees. In our courses we have tried to "teach administration" more effectively. We tried group discussions, while we, as instructors, guided the outcomes. We divided the class arbitrarily into committees and assigned them to group projects. We gave them many different types of reading and assigned term papers. All these techniques have been helpful, and have served to break away from the traditional, monotonous, unilateral type of teaching. Despite all these "remedies," typical student reaction has not been such as to make us feel that the content of these courses has been most worth-while.

Facing this problem we came to realize gradually that there must be a better way. Through a great deal of reading, conversation, and experimentation, we are now recommending that serious consideration be given to the case method of teaching human relations and administration in our field. We feel that it is the ideal method in a democratic country. It is possible that teachers of administration on both undergraduate and graduate levels will experiment with this method that is attracting so much interest in the business field and in the field of educational administration on this continent. The Harvard School of Business Administration, and its Canadian counterpart—The University of Western Ontario School of Business Administration, have achieved unusual recognition by pioneering with this teaching method.

The Objective

What is the objective of such a course as this in administrative practice? The primary objective is undoubtedly to increase each student's capacity to work effectively with others. The ability to lead on many occasions, to follow in other situations, and to cooperate at all times is absolutely essential. Students can be helped to develop an attitude and a point of view toward administrative practice. This method will help to give them a frame of reference in which they can develop. They will be actually preparing themselves for positions of responsibility, in physical, health, and recreation education at any level of the educational system. They will be working with others in a plan to accomplish aims, which have been devised and carried out through group effort.

Team Effort

We, who have had so much experience in athletics, can realize much more fully than others that group effort means literally "team effort." We know that a team can best achieve its goal by unselfish co-operative play throughout the game. Each individual has to carry out his duties to the best of his ability. He may desire personal prestige and gain, but, above all, conditions are most desirable when he makes his own interests secondary and strives to help in the drive for eventual team victory.

Factual Knowledge Is Important

We are not minimizing the importance of factual knowledge. The administrator must possess a certain store of facts about the nature of his work. He must know where to find information, so that it will be readily available. These abilities, however, are not the main attributes which characterize a good administrator. The important qualities are the ability to work cooperatively with others; the ability to think and act responsibly; and the ability to provide an "atmosphere" where co-workers will have the opportunities to work effectively and with true satisfaction as members of the group.

(Continued on page 34)

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[1] This article includes selected parts from a text entitled **Administration of Physical Education and Athletics: The Case Method Approach** (Englewood Cliffs, N.J., Prentice-Hall, Inc., 1959). 248p.

Developing An "Administrative Frame Of Mind"

We must help students develop an "administrative frame of mind." They can't achieve this by merely reading assignments and discussing them, although this method certainly helps to increase understanding to a certain degree. Through the case method the students and the instructor will meet new situations constantly. These situations can't help but be characterized by facts, half-facts, and opinions.

No Answers Here

If the student hopes to find "answers" in a case method text, he will be badly disappointed. He will find a certain number of opinions, which may be correct in those situations to which they apply. Our answer is **an** answer, but we cannot state unequivocally that it is **the** answer. Mature instructors with administrative experience are asked to recall the many problems which they have encountered. Many of you studied the "principles of physical education" in your undergraduate and graduate careers. How many times were you able to lift these "principles" out of context and apply them to the problem at hand without considerable adjustment? How many of these principles were you forced to by-pass be cause of the practical considerations of the moment? The administrator may **start** action "according to the book", but what happens then depends on so many unforeseeable factors which enter into the situation day after day, year in and year out.

A Supplement To Experience

We must confess that we don't believe the case method of teaching human relations and administration is an infallible substitute for experience. We do maintain that it does expose the students to a variety of cases taken from the field which they are preparing to enter. Facing these concrete situations, it is then the responsibility of the instructor to guide them in such a way that they arrive at a solution by constantly examining and re-examining all the relevant facts that are known.

An Opportunity For The Student To Reason

With this approach we do not ask the student what he believes about the importance of athletics in the educational system. Answering from his background in a course on principles, he might say that he believes strongly "that competitive athletics under competent leadership should be an integral part of every school's educational program." How had this "experience" helped the student to act in a given situation?

We do present the student with an actual case situation where his principal had made the statement that "athletics are all right in their place." Furthermore, this particular principal has control of the budget and he tells the athletic director that no "regular school funds" are going to be diverted to an extra-curricular activity, the outcomes of which are questionable. To back his stand further, the principal knows that certain influential members of the school board agree with his position one-hundred per cent. Certain other relevant facts, half-facts, and opinions are made known to the student also about this particular school. Now what does the student think? To whom does he turn for support, if he puts himself in the place of the athletic director? Does he resign on the spot? Not if he wants another job! Does he begin to criticize the principal publicly at every opportunity? Does he begin to curry favor with the chairman of the school board, whose son is a second-string fullback on his principles of physical education.

No Easy Method Of Teaching

A word of warning is necessary, in case you are beginning to think this approach to teaching human relations and administration, has merit. Possibly no method of learning is more demanding of the student's time, effort, and interest. There are no ready-made general theories. A certain amount of confusion and frustration will often be felt by the class members. The instructor also may have certain misgivings. What kind of a technique is this case method?

No Fixed Formulas

We can promise you that after a few months the students will begin to "see the light." Perhaps for the first time in their lives many students will feel the satisfaction of independent, concrete, and responsible thinking. Students will gradually realize that fixed formulas and established "principles" are next to useless in specific situations. They will come to understand that we can't dream idly about moral and

(Continued on page 35)

ethical principles. What is needed is a step-by-step pattern to bring the various factions into some sort of harmony so that some progress can be realized.

Instructor Needs Restraint

We must mention further that the instructor will have to exercise great restraint, because, you see, we "know the answers." That is, we tend to think we do, and some of us more than others. We must realize that we can't suddenly fall into the trap of giving the students the answer to the problem being discussed, because we actually don't have it! Basically, the role of the instructor is essentially that of the wise administrator.

Some Practical Suggestions For The Instructor

1. Do not try to copy someone else's formula for the teaching of a class by the case plan of instruction.

2. When using this approach, find out what the problems are before you try to give any answers.

3. Be certain that you, as the instructor, understand just what point the student is trying to make. Don't reject his idea summarily if you disagree. **Don't accept his theory at once if you concur.**

4. Frequently when a student asks a question, the instructor's best answer may be to ask another question.

5. Later on in the course the instructor may suggest some approaches which the students seem to have missed. To do this at first may be disastrous.

6. Remember that your task is to help your students develop **their** powers of perception and discrimination.

7. The discussion should be based on the case in question, but allow your students to develop those points of interest in the situation that seem promising to them.

8. A student will talk about those points which are interesting to him. Soon the class will realize that all must pay attention to what the individual is saying.

9. Instructors can help a great deal by holding unwarranted assumptions up tactfully for inspection by all.

10. It is often easy to detect the biases of others; to be able to realize your own prejudices is most difficult.

11. When the students refer back to actions or words of a person involved in an earlier case, make sure that the class understands that there is no such thing as a principle that can be applied to help solve all problems of a similar nature.

12. Don't come to class prepared to lecture on a certain aspect of the case at hand.

13. You may feel insecure when students demand answers to the many problems they are considering. Don't fall in the trap and give them your answer on any and all occasions.

14. If your students feel discouraged and frustrated with this approach, discuss their feelings fully and frankly.

15. If at times you feel that you must make a point clear to the class, do so and then leave it be. Remember that you can't make them learn!

RELEVANT MATERIAL ABOUT THE CASE METHOD

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Mr. Jack Passmore, Ontario College of Education, 371 Bloor Street West, Toronto 5, Ontario.

(Continued from page 30)

6. Cureton, Thomas K. "The University of Illinois Sports Fitness School for Research on Young Boys." **Report of the International Congress on the Essentials of Physical Education for Youth.** American Association for Health, Physical Education and Recreation, Washington 6, D.C., 1954, p. 80-83.
7. Dixon, Wilfred J. and Massey, Frank J. **Introduction to Statistical Analysis.** McGraw-Hill Book Company, Inc., Toronto, 1957.
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MIKE MELANEFY'S IMPRESSIONS

(Continued from page 32)

These are just a few of the professional impressions which I gained during my brief visit to Canada. Many other memories remain with me too,—memories of the cities and of the country, of the warm lakes and the beautiful trees, of the broad straight highways and of the weekend cars hurrying along them to the wide open spaces; warm recollections of friendships and of Canadian hospitality. Yours is a country which is throbbing with vitality and one which is full of opportunity for everyone, not least for the Physical Educationist, to help to establish a way of life which is in keeping with the highest ideals!

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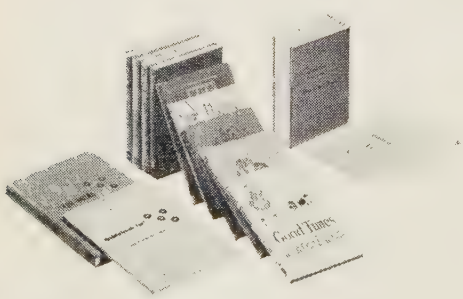

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TRANS-CANADA GRAPEVINE

By C. R. BLACKSTOCK
Executive Secretary

The 1958 report of the "Activities carried out under the Commonwealth National Fitness Council of Australia" has reached us. It indicates that fine co-operation has been achieved between the Fitness Council, Education Authorities, and sports governing organizations. The common theme binding them together are Physical Education, Outdoor Education, and Recreation.

And to think that Gordon Young—a Canadian—started it all.

* * * *

Lawrence Heights Junior High School (Toronto) will be part of a programme on C.B.C. Television showing a variety of physical education activities. Earl Deacon is the teacher in charge. Check your "T.V." programme guide for the time listing.

* * * *

W. F. J. Anderson has been appointed Executive Director of the Metropolitan Branch of the Canadian Mental Health Association.

* * * *

Jack Lang, recently returned from an extensive Mediterranean cruise, stopped off in Toronto on his way to Florida. Anyone requiring information about an interesting retirement programme should write to Jack.

* * * *

The "Man of Kintail" a documentary film dealing with the fascinating life of Dr. R. Tait McKenzie, has been telecast on two occasions by the C.B.C. during recent months. Schools of Physical Education may arrange to borrow this interesting and informative film by writing the executive secretary.

* * * *

Jesse Owens, the four event winner at the 1936 Olympic Games held in Berlin, was a guest speaker at the New York state A.H.P.E.R. meeting in Buffalo in January. He stated that the most abiding rewards of his career in track and field were not the cups, medals and certificates—but the lasting friendships he had made. One of the most interesting letters he ever received arrived recently from the son of his chief competitor in the broad jump in 1936. This lad from West Germany said that it was his great ambition to better Jesse's Olympic mark in that event.

* * * *

The Physical Education students at the Ontario College of Education have taken on the responsibility for mailing the "Journal". Terry Roberts, a graduate of Peterborough Vocational School, and the University of Western Ontario, is in charge.

* * * *

E. W. "Wally" Stinson, who has directed the Fitness and Recreation Division in Saskatchewan for the last twelve years, has recently changed positions. Wally has been appointed to the staff of the Teachers College in Saskatoon where his broad experience in the Physical Education field should enable him to do a top notch teacher training job.

* * * *

C.A.H.P.E.R. members who are presently in Great Britain will be interested in the "Festival of Movement and Dance" to be held in London, England on April 2, 1960. The festival is a cooperative undertaking of many national organizations and is being arranged by the Central Council of Physical Education.

* * * *

The National office is getting some very tough assignments. Students at home and abroad expect us to be able to supply them with reams of information and data on very short notice. This kind of historical and published information has not been collected in one central office. We are, however, very pleased with the student interest in our Association and always cooperate as much as possible.

Dr. Duff Wilson, Chairman of the Physical Fitness Committee of the Canadian Medical Association, is taking a very active interest in the work of our organization. Along with Dr. A. D. Kelly, Executive Secretary, C.M.A. and Mr. Ken Cross, C.M.A. Public Relations officer, he has met with our President and Executive Secretary to discuss ways and means of closer co-operation on matters of health, physical education, and fitness.

You will be interested to know that plans have been made to hold more of these joint meetings to decide on what line of action should be followed to deal with common problems.

* * * *

Under the new Constitutional Set-up, which will soon be in your hands, we have an additional Officer — 'President Elect'. This officer is to be elected during the year prior to the biennial meeting. Branches will have received word that the nomination committee has been appointed by the President. The Chairman of this committee is our immediate Past President, M. L. Van Vliet, University of Alberta. Nominations will be received by the Chairman from Branches and Members of the Association. Proper kind of documentation should be submitted, together with the nomination form. When the nominations have been received, they will be tabulated on a ballot which will be circulated to the membership.

* * * *

Peter Sebastian, general secretary, The Physical Education Association of Great Britain and Northern Ireland and our President, have agreed, after considerable correspondence, to extend guest memberships to members of either Association visiting abroad. Any member travelling to Great Britain and Northern Ireland from Canada will be issued a guest membership in that Association. Such travelling member should let the Canadian executive-secretary know before leaving Canada. The British Association will be informed that the person is a member in good standing in Canada. If you plan such a visit please give us some idea of how long you expect to be in the Old Country and the places you will visit. Our Journal readers will be interested to read a report of your experiences while away, upon your return.

The Journal will endeavour to carry news of who is in Canada so that the visitors can meet with branches and groups. This arrangement should work out to be mutually beneficial to all concerned.

* * * *

The National Director, Water Safety Service, Canadian Red Cross Society (C. R. Blackstock) attended a teaching clinic on rescue breathing conducted in Buffalo by Dr. James Elam and his associates. The purpose of the clinic was to demonstrate methods of teaching large groups. This was performed successfully by using a new and ingenious type of apparatus.

(Please note that a very timely article on the "mouth-to-mouth" method of artificial respiration has been prepared by Dr. Max Howell and his associates. It will appear in a later issue of the Journal.)

* * * *

Mr. Wes McVicar, National Secretary for Physical Education, Canadian Y.M.C.A., announces the third Leaders Corps Training Camp. This will be held again at Geneva Park, Ontario, July 3-16, 1960. The Y.M.C.A. is meeting an important dual need in sponsoring this programme. The first is that of providing assistant leadership that is badly needed at a local level. The second is the need that adolescents have for leadership training. This course will permit them to work with an organization bigger than themselves through which they can make an important contribution to society.

* * * *

Fraser Woodhouse, CAHPER Field Secretary, who is Director of Training for the Boys' Clubs of Canada has prepared an excellent brochure outlining a unique "University Scholarship plan" being sponsored by his organization. More detailed information will be provided in a later issue of the Journal.

* * * *

Miss Cecile Grenier, staunch CAHPER supporter for many years, is conducting an Olympic and European tour which leaves Montreal on August 8th. Contact Miss Grenier at 265 St. Catherine St. West, Montreal, Quebec, for further information.

BOOK REVIEWS

"Men, Microscopes and Living Things"
By Katherine B. Shipper. Published by Viking Press. Third Printing, 1957. Canadian Agents, The Macmillan Company of Canada, Ltd., Pp. 192—$3.25. Illustrated by Anthony Ravielli.

Many of the teachers of science and health have looked for such a book as this one. Miss Shipper has traced the history of man's search for knowledge of the origins and nature of the living things around us. From Aristotle, to Linnaeus, and Darwin and Mendel and up to the penetrating eyes and ears of modern man's laboratories, the story of the men who have pressed the search, is told.

Any health instruction course in our schools will be improved if this text is made required reading. It is surely a necessary reference book for such courses. For those who know the book "The Wonders of the Human Body", Ravielli's chapter heading illustrations, in this text will be as stimulating to thought and wonder.

And it can be added that the author, in her telling of the stories, leaves with the reader some of her own wonder and some of the urge to probe the unknown and to search the past, that has marked her as a great teacher.

* * * *

"Men of Medicine"
By Katherine B. Shipper. Published by Viking Press, 1957. Third Printing 1959. Canadian Agents, The Macmillan Company of Canada, Ltd, 70 Bond Street, Toronto. Pp. 220 — $4.00. Illustrated by Anthony Ravielli.

Present day doctors would do well to give some attention to this story of the history of those men and women who have endeavoured to mend the hurt and mask the pain and screen away the unseen invaders.

It is a companion book to "Men, Microscope and Living Things", by the same author. It fits in well with the health instruction courses of our present day practice put many aspects of the present day practice of medicine in right perspective. And it can settle or resolve some of the arguments that continue to bother some.

It is important that all of us, especially students, realize that doctors are people like others of us. To them has been granted the healing touch. But this comes after ardent study and deep respect for life.

As teachers we can urge more of our students to take up the way of the physician. Perhaps it is especially urgent for us to do this in a time when our Western world is mechanized and materialistic in its outlook. We still need dedicated men and women to tend the tiny, sometimes flickering spark that is life.

* * * *

Weightlifting — Olympic Games Report
By W. B. Wollonyong, New South Wales.

The Fitness and Recreation Consultant Services, Dept. of National Health and Welfare has reproduced this article for distribution in Canada. Individuals or groups interested should write the Department immediately if they would like copies.

The results and records for each classification are reported. This is followed by an examination of the results and a comparison of the efficiency of the lifters. The organization, motivating factors, training methods in the several countries is reviewed.

* * * *

Recreation in Total Rehabilitation*
By Josephine L. Rathbone, Ph.D., Associate Professor, Department of Health Education, Physical Education and Recreation, Teachers College, Columbia University, New York, and Carol Lucas, Ed.D. Cloth. $9.50 Pp. 398. Charles C. Thomas, Publisher, 301-327 E. Lawrence Ave., Springfield, Ill.; Blackwell Scientific Publications, Ltd., 24-25 Broad St., Oxford, England; Ryerson Press, 299 Queen St. W., Toronto 2B, Canada, 1959.

The authors of this volume feel that whether recreation is considered a type of therapy or wholesome activity is beside the point as long as it contributes to the welfare and recovery of the patient. The general mission of the book is to explore the recreational experiences that can be helpful to a patient and the kind of skills needed by the recreation leader who provides them.

Rehabilitation today is a team affair in which the team may range from only a physician and a member of the patient's family, to a physician, nurse, therapist, and others. Whatever the size and kind of the team, the physician is captain or quarterback. He calls the plays and directs the team — "evaluates the patient, prescribes activities, and coordinates and integrates the various parts of the program, as it applies to each patient."

The physician evaluates and prescribes for the patient on three bases — physiological, kinesiological, and psychological — and each member of the rehabilitation team, including the recreation leader, must understand the patient's assets and liabilities in these areas. Otherwise he may do physiological, kinesiological, or psychological harm to the patient in carrying out the prescription. This requires that the leader have appropriate medical orientation as well as proper recreational preparation for his role. The exact nature of the necessary medical orientation has not been defined, but there is general agreement that it should be at the graduate level and in a school affiliated with a medical college or at least a teaching hospital.

The book goes on to outline problems found in institutions serving the ill and handicapped and to describe some of the medical indications for recreational activities and how such experiences may help the patient. The rest of the volume is devoted to recreational activities and their adaptation and programming for the ill and handicapped. This goes far beyond games and sports to include music, the graphic and plastic arts, crafts, hobbies with special emphasis on collections and nature lore, literature and the theatre, writing and acting, dancing, and special events. This volume should have its greatest value as a guide for recreation leaders preparing themselves in rehabilitation and undergoing orientation in the medical setting. Such persons should find much of the text familiar in terms of recreation principles and practices but also much that is new and helpful in their suggested application for the ill and handicapped. To some extent the opposite is true, those on the rehabilitation team whose orientation is therapeutic may find a new interpretation of recreation.

*This book review originally appeared in the Journal of the American Medical Association, November 14, 1959 (submitted by Dr. Doris W. Plewes).

READING REFERENCE

The November issue of the Canadian Journal of Public Health (Vol. 50, No. 1, November, 1959) contains several articles of special interest.

* * * *

The American Camping Association is revising the Camp Safety Digest which was first published in 1952. Several Canadian Camping authorities have been asked to contribute. The Digest will be published before the coming camp season and may be obtained from the American Camping Association, Bradford Woods, Martinsville, Indiana.

* * * *

There is a widespread investigation and study being undertaken in Canada on methods of teaching "rescue breathing". A team of researchers under Dr. Brooks and Dr. Dobkin at the University of Saskatchewan has been carrying out an extensive study. Their findings have all been reported in medical Journals at home and abroad.

This problem is of particular concern to Canadian organizations such as the Royal Life Saving Society, the St. John's Ambulance Association and the Canadian Red Cross Society. Watch for some important announcements in the near future.

* * * *

The newsletter of the Canadian Arthritis and Rheumatism Society for November, 1959, has a very praiseworthy report on "Mediscope '59" which was described in our last issue of the Journal.

* * * *

The Globe and Mail in Toronto will be pleased to send you copies of four articles on "Outdoor Education". These were prepared by Bascom St. John, the "World of Learning", editor. The theme of these interesting essays is the Camp school.

* * * *

The Queens Printer, Publications Board in Ottawa will send you "the Coaches' Manual — Soccer" for seventy-five cents. The title appears with others of special interest in "selected titles No. 77".

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